Interactive Whiteboard Software

Fairyland 4

Minimum System Requirements

- Windows 2000/XP/Vista Operating System
- Pentium® II 400 MHz CPU
- 128 MB RAM
- 32 MB RAM graphics card
- QuickTime Player 6 or later
- CD-ROM drive
- 16-bit sound card

- Mac OS X
- G4 @ 200 MHz CPU
- 256 MB RAM
- 32 MB RAM graphics card
- CD-ROM drive
- 16-bit sound card

USER'S MANUAL & TEACHER'S GUIDE

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Interactive Whiteboard Software

Fairyland 4

Welcome to **Fairyland 4 Interactive Whiteboard (IWB) Software***. This application is designed to follow the **Fairyland** course and enhance your own and your learners' experience in the language classroom.

What is an Interactive Whiteboard?

An Interactive Whiteboard is a type of touch-sensitive whiteboard, which has the power to transform any classroom into a dynamic learning environment.

It allows teachers and students to participate interactively in activities projected onto the board from a data projector which is connected to a computer.

Interactive whiteboards are widely used in schools as they are much more lively and interesting than conventional teaching. They provide ways to show students anything which can be presented on a computer (educational software, videos, websites, etc). Research has shown that teaching through interactive whiteboard software has numerous advantages:

- It can accommodate different learning styles.
- It is suitable for both small and large groups of students.
- It helps increase students' attention span.
- It assists the assimilation of new information.
- It dramatically increases real teaching time.
- It reduces the time teachers need for preparation.
- It eliminates the need for additional equipment (DVD player, CD player, etc).

All in all, it is a powerful teaching tool that will transform your lessons and your classroom!

What equipment do I need to use the IWB software?

- A computer (IBM compatible or Mac OS)
- A projector
- An interactive whiteboard or a device that turns a plain whiteboard into an interactive whiteboard
- Speakers

Note:** All the Express Publishing IWB software includes a ***User's Manual in PDF format. After the software has run automatically, click the **'X'** button on the top right corner of the screen to exit. Then go to **'My computer'**, right click on the drive this software is in, and click **'Explore'**. This will open up a window with all components of the software, including the ***User's Manual***. Double click on the name of the manual to open it.
The ***User's Manual*** includes everything the teacher needs to know about using the IWB software. We strongly suggest that the teacher takes some time to familiarise him/herself with the applications (i.e. using the toolbar, task types and how to complete them, etc) on the IWB before proceeding any further.

Running the application

On an IBM compatible PC

The application should run automatically when you insert the disk into your drive. If it does not, please follow these steps:

1. Go to **START>MY COMPUTER**.
2. Locate the icon of your CD/DVD drive. With the **Fairyland 4 Interactive Whiteboard** disk inside your drive, right click the icon of your drive and choose **EXPLORE**.
3. In the new window that appears, double-click on **`Fairyland_4.exe`**.

On a Mac OS

When you insert the disk into the slot, an icon will appear on your desktop with the name **`Fairyland_4`** (see *Fig 1*).

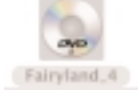


Fig 1

If you click it, the contents of the disk will appear in a browser window with the following icons and file names (see *Fig 2*).

Fig 2

Click the

icon to run the application.

Navigation

By clicking this button you can exit the application at any time.

Once the application is running in your system, the first screen you see is the **MAIN MENU** (see *Fig 3*). By clicking any of the titles, you can enter the corresponding section of the software.

All sections that appear in the **MAIN MENU** lead to **SUBMENUS**. For example, if you wish to enter Unit 1, click Module 1.

Fig 3

Once in the **MODULE MENU** (see *Fig 4*), you can enter the desired lesson of Unit 1 by clicking 1a, 1b or 1c.

If you click this button, you can go back to the **MAIN MENU** at any time.

Fig 4

In the **LESSON MENU** the active tasks you can enter are indicated by a red circle (see *Fig 5*). Click a task to enter. This allows you the flexibility to skip certain tasks or pick up from where you left off in the previous lesson.

This button will take you to the previous menu; in this case, the **MODULE 1 MENU**.

Fig 5

For example, *Fig 6* shows the screen for Exercise 2, in Unit 1a.

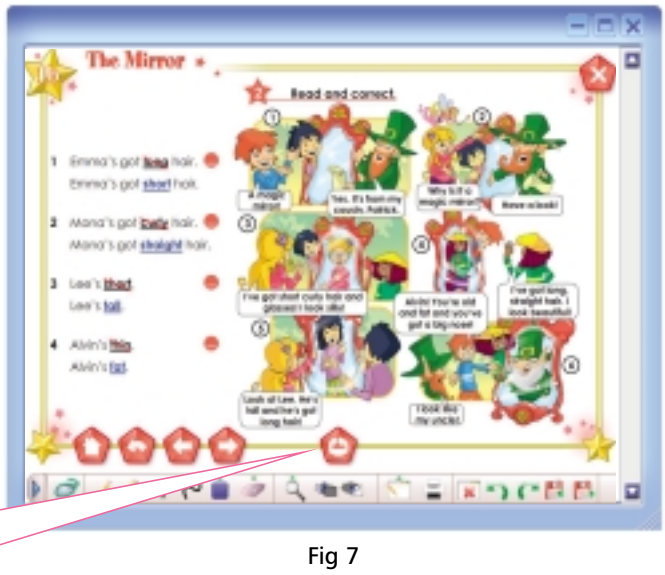
Hello
Read and match.
1 It's nice to see you again!
2 Where is it from?
3 What is it?
a It's from the USA.
b It's a mirror.
c It's nice to be back!

Clicking any of the speech bubbles in the dialogue will activate its audio.

Fig 6

These two buttons will take you to the **PREVIOUS** and **NEXT** tasks, respectively.

While navigating, you will notice a few more buttons that are designed to help you do the tasks. For instance:



Some exercises provide you with the additional option of **DELETING THE ANSWER KEY**. Clicking this button will allow you to restart the task as many times as you wish.

Fig 7

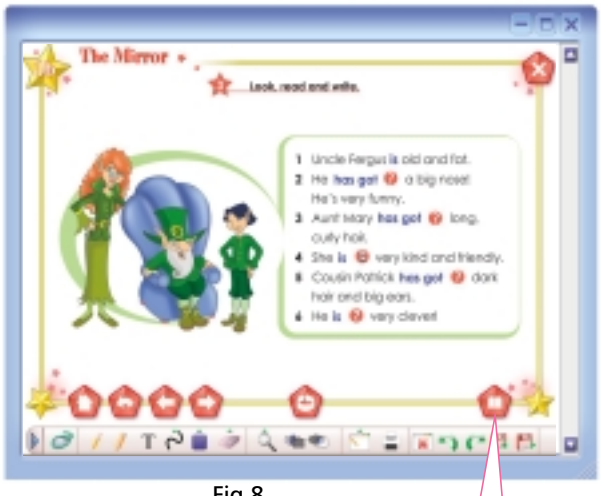

The Mirror
Look, read and write.
1 Uncle Fergus is old and fat.
2 He has got a big nose.
He's very funny.
3 Aunt Mary has got long, curly hair.
4 She is very kind and friendly.
5 Cousin Patrick has got dark hair and big ears.
6 He is very clever.

Fig 8

The Mirror
I've got blue eyes.
He/She/It's got a big nose.
We/You/They've got curly hair.
I haven't got fair hair.
He/She/It hasn't got straight hair.
We/You/They haven't got big ears.
Have you got dark hair?
Yes, I have./No, I haven't.

Fig 9

Clicking this button will show a screen with the **GRAMMAR REFERENCE BOX**, as printed in the coursebook (see *Fig 8*).

Once you have gone through the *Grammar Reference*, click this button to return to the **EXERCISE SCREEN**.

Click this button to **EXIT**.

Clicking this button (see *Fig 9*) will activate the **ANIMATED PRESENTATION** of grammar for the particular exercise (see *Fig 10*).

Click this arrow to **GO TO THE NEXT SCREEN**.

Fig 10

Fig 11

In some sections, you will find tasks that include **AUDIOS** and **VIDEOS**, like the songs throughout the course book (see *Fig 11*).

Clicking the **PLAY** and **PAUSE** buttons underneath the lyrics of the song (de)activates the audio. As each line is sung, it changes colour, to help students follow the correct line as they sing along.

Clicking the **PLAY VIDEO** button activates the video of the chant (see *Fig 11*).

When you play a video, the **VIDEO CONTROLS** appear below the video screen, along with the subtitles (see *Fig 12*).

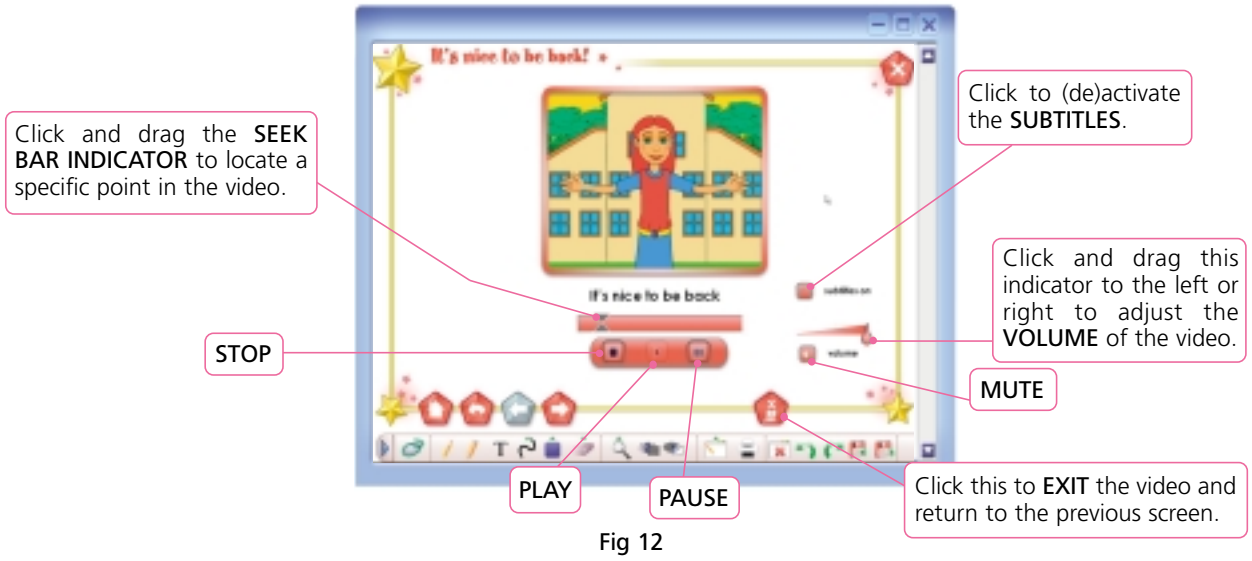

Click and drag the **SEEK BAR INDICATOR** to locate a specific point in the video.
Click to (de)activate the **SUBTITLES**.
Click and drag this indicator to the left or right to adjust the **VOLUME** of the video.
STOP
MUTE
PLAY
PAUSE
Click this to **EXIT** the video and return to the previous screen.

Fig 12

All sections, i.e. *Starter Unit, Checkpoint, Activity Book, Troll Tales!, Go Green!, Posters!, Our World, Our School* and *Extras*, are organised in a similar way (see *FEATURES* section for more details).

For instance, from the *Main Menu*, click the *Checkpoint* section to enter the **CHECKPOINT MENU** (see *Fig 13*). Then click any of the given pages, e.g. Units 1-2 or Units 3-4 etc, to enter the equivalent **CHECKPOINT MENU** (see *Fig 14*).

Fig 13

Fig 14

The activated tasks are again circled in red.

Features

The **Fairyland IWB Software** is designed as a teaching aid to the coursebook and for this reason they are identical content-wise. Moreover, it includes all the course features such as class posters and board games, all organised in individual menus for easy access. Wherever possible, additional interactive activities have been added so as to provide further practice.

The execution of the task types used in the course is naturally slightly different when using an interactive whiteboard. Whereas you can still use the **PEN** to write your notes or answers in a task, you may also complete them by either *clicking* or *dragging and dropping*.

Below is a short presentation of the task types used in each section.

Starter Unit

All units include an activity which involves a song accompanied by audio and video (see ***NAVIGATION***). When you play the audio, students may read and sing along as each line changes colour (see *Fig 11*). When you play the video, you may watch it with or without subtitles (*Fig 12*).

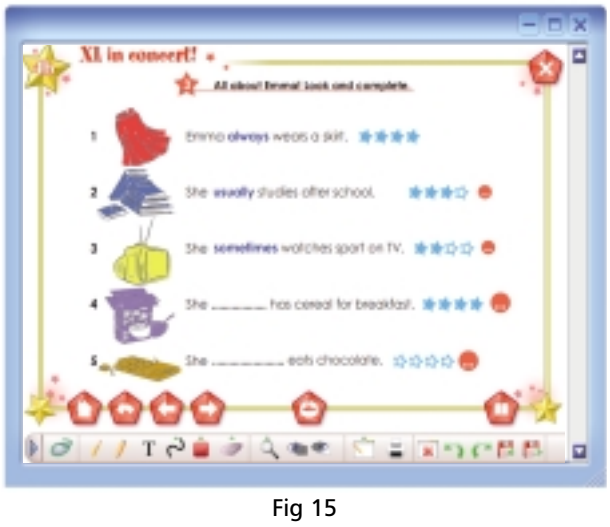


Fig 15

Fig 16

Practice tasks that follow require writing or completing. Click the **SHOW KEY** buttons to reveal the answers (see *Fig 15*) or simply use the *PENCIL* tool (see *PENCIL*) to write the answer on the screen (see *Fig 16*).

? ... These are the **SHOW KEY** buttons.

Fig 17

In many activities, new words/phrases are accompanied by audio bits with a pronunciation model. In Ex. 6 in the Starter Unit the presentation of the numbers 30-100 is accompanied by a pronunciation model.

Click the **HEADPHONES** to listen to the audio of each number (see *Fig 17*). You can play the audio as many times as you wish.

Fig 18

It's nice to be back!
1 Hello, Mark.
2 These flowers are for you!
3 It's very dark in here!
4 Who can help me?
5 A can! Thank you!
6 What are you doing?
7 Let's go to the cinema!
8 I don't like carrots!
a I can!
b We're picking flowers!
c You're welcome!
d They're lovely. Thank you!
e Good idea!
f Hi, Alex.
g I do!
h Let's open the curtains!

Fig 19

In circling tasks (see *Fig 18*) simply click your chosen answer to circle it. However, keep in mind that clicking the wrong answer may activate a sound effect which will indicate that your answer is not the correct one. Alternatively, you may again use the **PENCIL** to circle your answers. In matching tasks (see *Fig 19*) simply drag and drop each letter to the correct place.

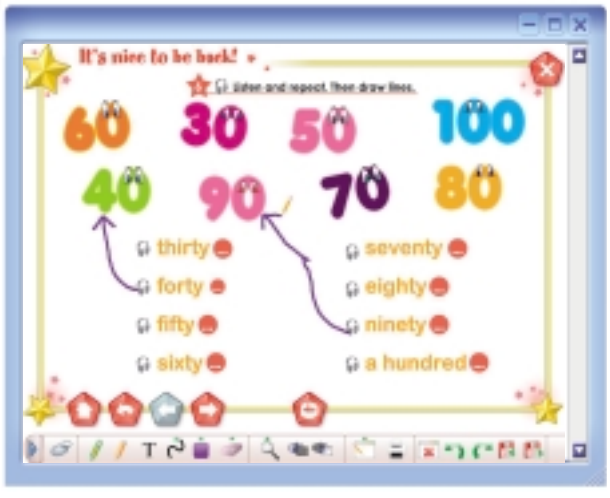


Fig 20

Fig 21

In line drawing tasks (see *Fig 20*), use the **PENCIL** to draw lines. In a similar way, you may click the **SHOW KEY** button to reveal the lines (see *Fig 21*). In tasks that include audio, click the **HEADPHONES** to listen to the audio of the task (see *Fig 17, 18, 20, 21*).

Checkpoint

Following the **Fairyland** course, this software also includes the *Checkpoint* sections, which appear in the coursebook at the end of every module. These may be used as a revision to help students consolidate the language taught and monitor their progress.

Fig 22

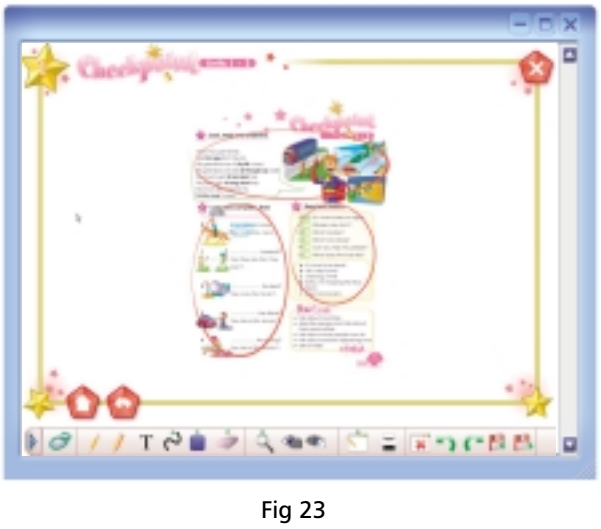


Fig 23

Once again, the **CHECKPOINT MENU** (see *Fig 22*) shows all six *Checkpoint* revisions in the coursebook. Click any of them to enter the particular submenu (see *Fig 23*) and do the tasks with your students.

This section contains tasks similar to the ones already presented. In addition, there are also tick/underlining/choosing tasks that require you to simply click the answer to tick/underline/choose it (see *Fig 24, 25, 26*) respectively. However, keep in mind that these tasks may include automatic correction. This means that clicking the wrong answer may activate a sound effect and then reveal the correct answer.

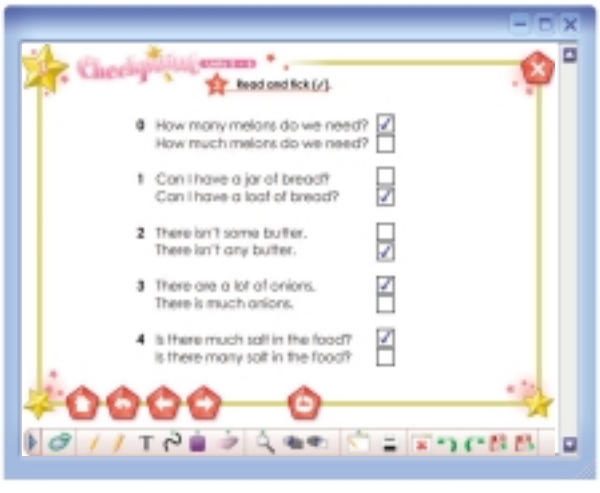

Read and tick (✓).
0 How many melons do we need?
How much melons do we need?
1 Can I have a jar of bread?
Can I have a loaf of bread?
2 There isn't some butter.
There isn't any butter.
3 There are a lot of onions.
There is much onions.
4 Is there much salt in the food?
Is there many salt in the food?

Fig 24

Look, read and underline.
This is my super family.
We 0) is / are from the UK.
My grandma can 1) fly / flit a lorry!
My grandpa can see 2) theough / up walls!
My mum's got 3) fair / dark hair.
My dad's got 4) long / short hair.
My mum and dad can fly 5) into / over houses.

Fig 25

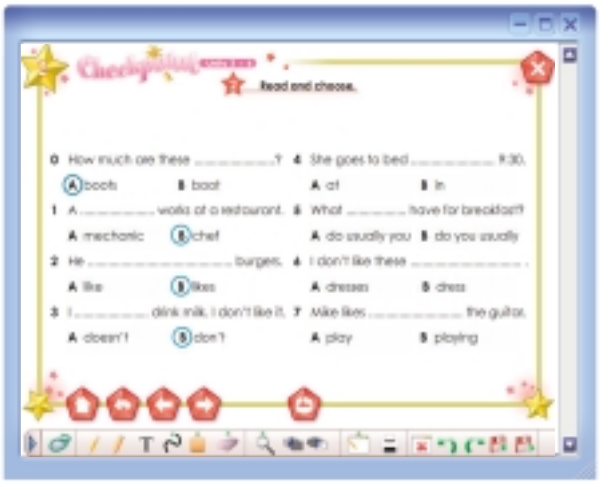

Read and choose.
0 How much are these .....? A books B boat
1 A ..... works at a restaurant. A mechanic B chef
2 He ..... burgers. A like B likes
3 I ..... drink milk. I don't like it. A doesn't B don't
4 She goes to bed ..... 9:30. A at B in
5 What ..... have for breakfast? A do usually you B do you usually
6 I don't like these ..... A dresses B dress
7 Mike likes ..... the guitar. A play B playing

Fig 26

Activity Book

The **ACTIVITY BOOK MENU** (see *Fig 27*) provides easy access to all the listening tasks of the *Activity Book*. Click the exercise you wish to do to enter it. To play the audio, click the controls of the **AUDIO PLAYER** (see *Fig 29*).

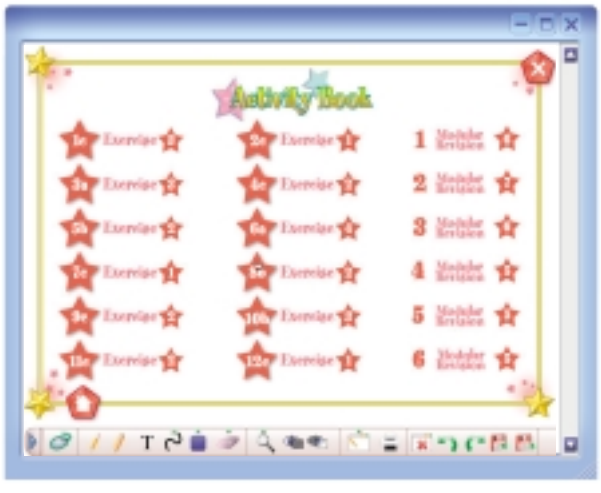


Fig 27

Click the **TAPESCRIPTS** button to reveal the tapescripts of the audio. (see *Fig 30*)

Fig 28

A **SEEK BAR** that operates in the same way as in the *Video* section.

Fig 29

PLAY/PAUSE

Go to the **BEGINNING/ END** of the recording.

A **VOLUME** control that operates in the same way as in the *Video* section.

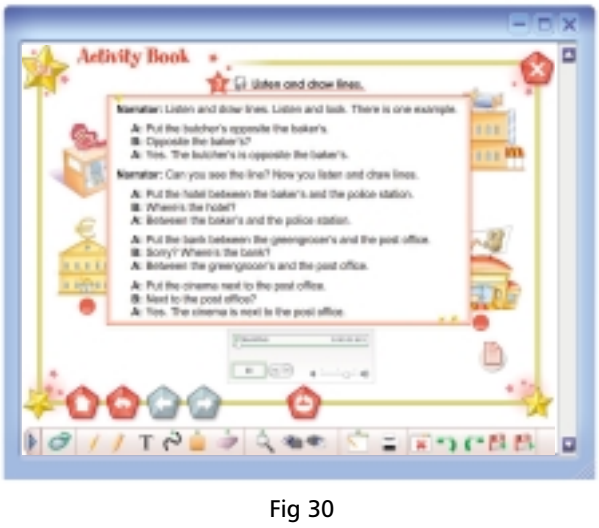


Fig 30

Modules

After entering the unit of your choice, click the task you wish to start with. Most units begin with a vocabulary task. Click each item to activate its larger pop-up screen so that students can see the illustration clearly (see *Fig 31*). Click the **HEADPHONES** to play the audio of the item.

Fig 31

Click this button to **REVEAL** the written forms of the presented vocabulary.

Fig 32

Click this button to **HIDE** the written forms of the presented vocabulary.

Click **NEXT** to enter the video of the dialogue (see *Fig 33*). Use the *Video Controls* as mentioned on p. 9. Alternatively, use the **ZOOM** tool to enlarge the video screen (see ***ZOOM***).

Fig 33

Click this button to go to the additional comprehension tasks.

To skip the ordering task and go to the coursebook's listening and reading activity (see *Fig 36*), click the **LISTEN AND READ** button.

After the video ends, you are automatically taken to the extra comprehension tasks added in this software (see *Fig 34*). If you wish to skip the video and go directly to these tasks, click this button .

Fig 34

Putting the story in the right order is the first additional comprehension task (see *Fig 34*). Click the **HEADPHONES** to listen to the audio of each frame and then drag and drop the correct illustration in its place. Upon completion, you are automatically transferred to the next task (see *Fig 35*).

When working on the ordering activity, you may click the **EXTRA TASK** button to reorder the pictures and do the task again if desired.

Fig 35

The next additional comprehension task involves matching the correct line to the correct character (see *Fig 35*). Drag and drop each line into the correct speech bubble. Upon completion, click **NEXT** to go to the next task (see *Fig 36*).

Click this button to **REVEAL** the text (see *Fig 36*).

Fig 36

Click this button to **HIDE** the text (see *Fig 37*).

Fig 37

In the *Listen and read* tasks (see *Fig 36-37*), the **AUDIO PLAYER** provides immediate access to the audio of the complete dialogue. However, if you wish to hear only a particular speech bubble, simply click on it. The **AUDIO PLAYER** appears in all tasks that involve listening.

Practice tasks vary throughout, but all can be completed either by clicking, dragging and dropping or using the **PENCIL** tool from the toolbar to directly write your notes, draw lines etc. For example:

Fig 38

In the task in *Fig 38*, the audio of each question is heard. After students reply, you can click the correct answer (yes or no) next to the number of each question. If the answer is correct, it becomes red. If it is incorrect, you will hear the characteristic sound that indicates wrong answers and the correct answer will turn red.

To do the task in *Fig 39*, you can drag the correct letter in each circle. If you click the wrong one, you will hear a sound that indicates you selected an incorrect answer. Alternatively, you can use the **PENCIL** to write the letters yourself.

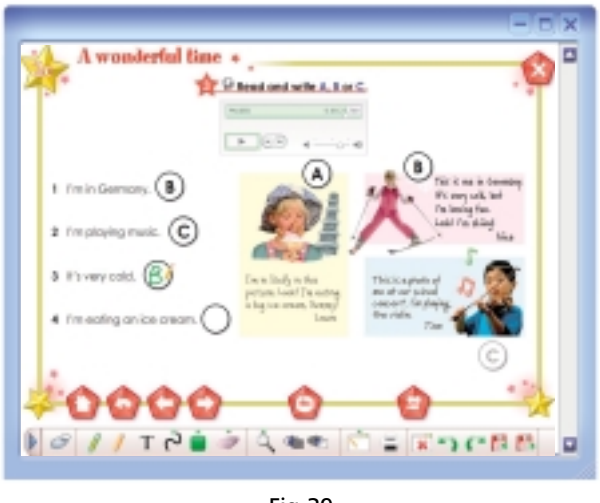


Fig 39

Fig 40

Speaking tasks generally include all the suggested answers. Clicking the **SHOW KEY** buttons next to each item reveals the suggested answers as in the example in *Fig 40*.

Matching tasks can be done by dragging and dropping each item into your chosen place, such as in the tasks in *Fig 41-42*.

Fig 41

Fig 42

Tasks which require drawing lines can also be done either by using the **PENCIL** or by clicking the **SHOW KEY** button, which will reveal the key to the task (see *Fig 43-44*).

Fig 43

Fig 44

Troll Tales!

Fig 45

Fig 46

After you enter the **TROLL TALES!** section (see *Fig 45*), click on an episode to enter it. The first screen that appears shows the video of the episode (see *Fig 46*). The **TROLL TALES!** dialogues function the same as the *Module* dialogues.

Fig 47

Besides the additional comprehension tasks, the **TROLL TALES!** section includes one game per episode.

This button appears on this screen. Click it to do a jigsaw puzzle based on one of the pictures from the episode.

First the puzzle shows a complete picture from the episode (see *Fig 48*). Then, the puzzle pieces are spread around the screen (see *Fig 49*). Drag and drop each one to place it onto the empty canvas to complete the puzzle (see *Fig 50*).

Fig 48

Fig 49

Fig 50

If you need help completing the puzzle, click **HELP** below the canvas to reveal a transparent view of the completed picture.

Go Green!

Fig 51

Fig 52

Clicking the **GO GREEN!** icon on the **MAIN MENU** (see *Fig 3*) takes you to the **GO GREEN!** submenu (see *Fig 51*). Click any of the numbered stars to go to the corresponding section (see *Fig 52*).

Posters!

Fig 53

Fig 54

Click the **POSTERS!** icons on the *Main Menu* to enter the **POSTERS** submenu (see *Fig 53*). Then, click the desired poster to enter. Click an object on the poster to make the written word appear and listen to its audio (see *Fig 54*).

Our World

Fig 55

This section functions the same as the *Go Green!* section (see *Fig 51-52*)

Our School

Fig 56

This section functions the same as the *Go Green!* section (see *Fig 51-52*).

Fig 57

Click the **EXTRAS** icon on the **MAIN MENU** (see Fig 3) to go to the **EXTRAS** submenu (see *Fig 57*).

Fig 58

Click any of the Board Games (e.g. Board Game 1, Board Game 2 etc) to go to a particular board game (see *Fig 59*) or click any of the Special Days (e.g. *Happy Halloween!, Happy New Year, Father's Day*) to enter that particular lesson (see *Fig 58*).

Fig 59

In order to play each Board Game, each team takes turns spinning the wheel. The counter (Pog or Trog) that represents each team moves the equivalent number of spaces/squares to the number where the wheel pointer stopped on the spin. *Fig 60* shows a typical start screen of a Board Game. In *Fig 61*, the team got 1 on their spin, so their counter Trog moved 1 space/square from the start. Each team follows the instructions and answers the questions to get to the finish line.

the **START** point
the **TEAM COUNTERS**
If a team's counter lands on one of these squares, they are prompted to **GO BACK TO THE START**.
the **FINISH POINT**
Click this button to **SPIN THE WHEEL**.
Indicates which team's turn it is and provides space to write answers to questions if desired.

Fig 60

If the team answers the question correctly, i.e. in this case name the object, click the **RIGHT ANSWER** button. Then the other team gets a turn on the wheel!
The number of squares the team's counter will move.
If the team answers the question incorrectly, click the **WRONG ANSWER** button. The team's counter returns to its previous position.

Fig 61

The toolbar

At the bottom of every screen, you will find the **Toolbar**.

Fig 62

If for any reason you wish to hide the toolbar during your lesson, you can do so by clicking this arrow on the left-hand side. To make it reappear, you can click the arrow at the right.

The toolbar at a glance

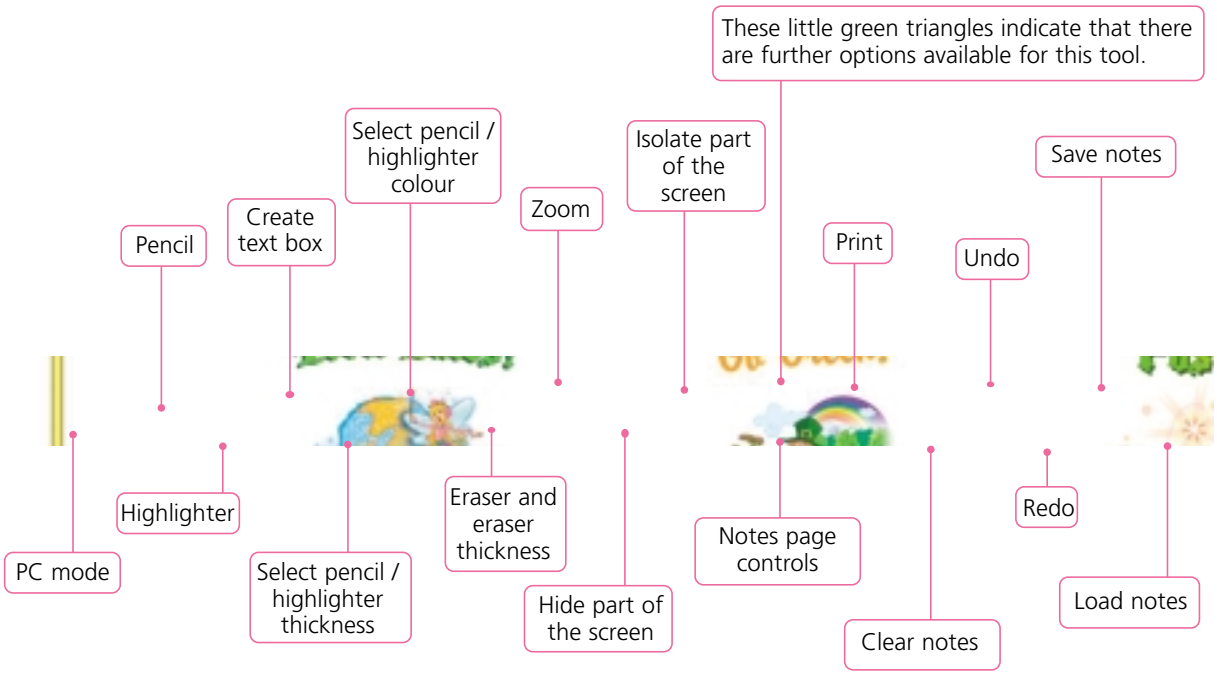


Fig 63

Using the tools

PC MODE: After you have used one of the tools, click this to regain your normal mouse pointer function. This way you can once again *click* and *click and drag*.

PENCIL: Click to turn your mouse pointer into a pencil. Now you can make your own notes on every screen provided in this software – a very useful tool if you want to write students' own answers during prediction warm-up or error correction (see *Fig 64*). Make sure you select a colour and thickness for your pencil before you actually write anything (see *SELECT PENCIL / HIGHLIGHTER THICKNESS* and *COLOUR*).

HIGHLIGHTER: Click and drag on every word, phrase or sentence you wish to highlight in a text (see *Fig 65*). Again, you have the option of selecting the colour and thickness of your highlighter first.

Fig 64

Fig 65

CREATE TEXT BOX: If you don't want to use the pointer/electronic pen of your interactive whiteboard, this is a useful alternative for making notes. Click and drag to create a text box and type in your notes (see *Fig 66*).

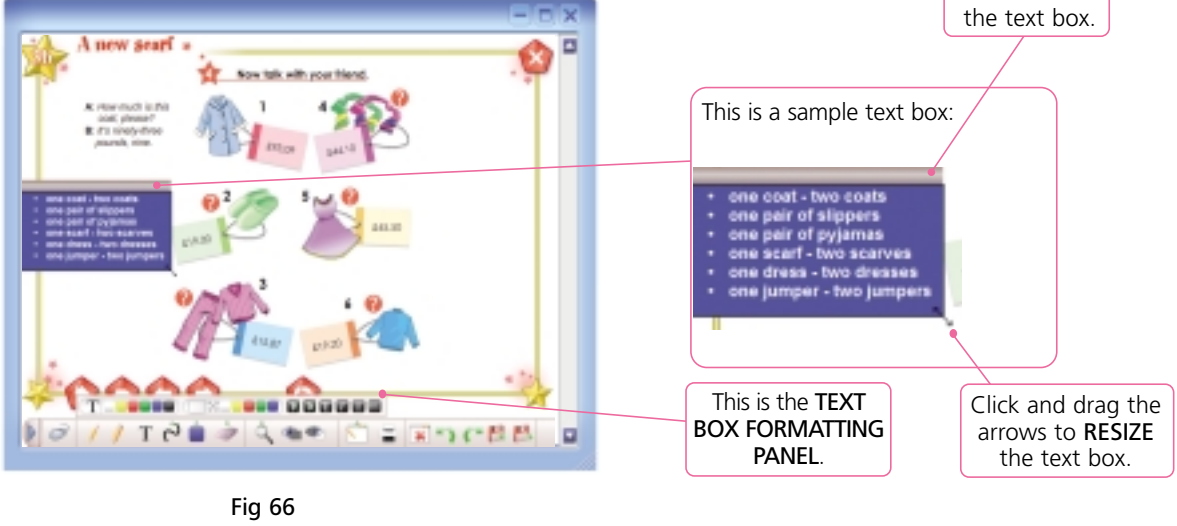

A new scarf
Drag the grey bar to MOVE the text box.
This is a sample text box:
one coat - two coats
one pair of slippers
one pair of pyjamas
one scarf - two scarves
one dress - two dresses
one jumper - two jumpers
This is the TEXT BOX FORMATTING PANEL.
Click and drag the arrows to RESIZE the text box.

Fig 66

Once you have created a textbox, a formatting panel appears so you can customise your text (see *Fig 67*).

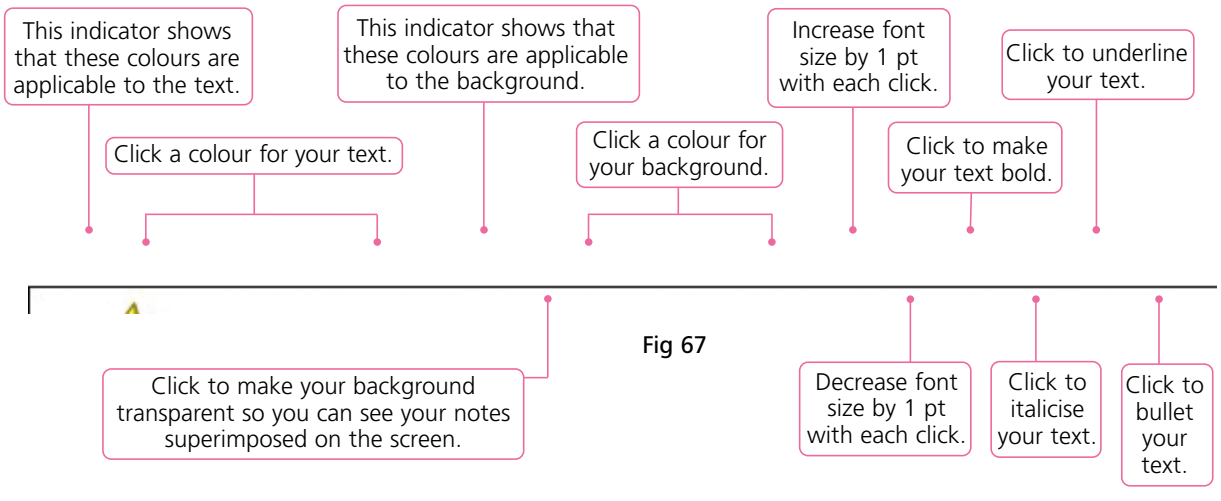

This indicator shows that these colours are applicable to the text.
Click a colour for your text.
This indicator shows that these colours are applicable to the background.
Click a colour for your background.
Increase font size by 1 pt with each click.
Click to make your text bold.
Click to underline your text.
Click to make your background transparent so you can see your notes superimposed on the screen.
Decrease font size by 1 pt with each click.
Click to italicise your text.
Click to bullet your text.

Fig 67

SELECT PENCIL/HIGHLIGHTER THICKNESS: Once you have clicked this tool, another options panel appears (see *Fig 68*). Click any of the brush strokes to select the thickness of your pencil or highlighter.

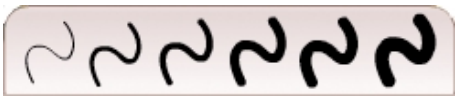


Fig 68

SELECT PENCIL/HIGHLIGHTER COLOUR: Click to reveal the colour options panel and select a colour for your pencil/highlighter (see *Fig 69*). This is a very useful tool if you like to use colour-coding while teaching.

Fig 69

ZOOM: Once you have clicked this tool, another options panel appears (see *Fig 70*).

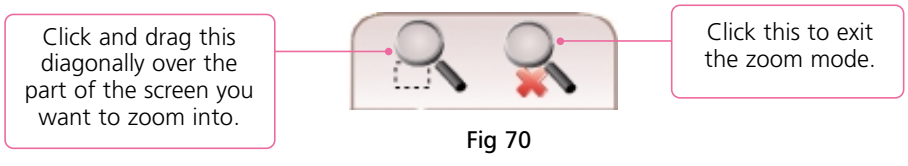


Fig 70

For example, *Fig 71* shows a zoomed in area of a screen.

In the bottom right corner, there are four arrows pointing to the top, bottom, left and right. By clicking them individually you can navigate the screen.

Fig 71

ERASER and ERASER THICKNESS: When you click this tool, another options panel appears so you can select the thickness of your eraser (see *Fig 72*). Click the circle of your choice to select the thickness of your eraser and your pointer turns into an eraser. Drag it over the area you wish to erase. If you want to erase a text box, simply click it once and the entire text box will be deleted.

Fig 72

HIDE PART OF THE SCREEN: When you click and drag over a selected area with this tool, you can hide areas such as individual illustrations, paragraphs, words, phrases etc (see *Fig 73*). This will give you the opportunity to explore tasks and texts further.

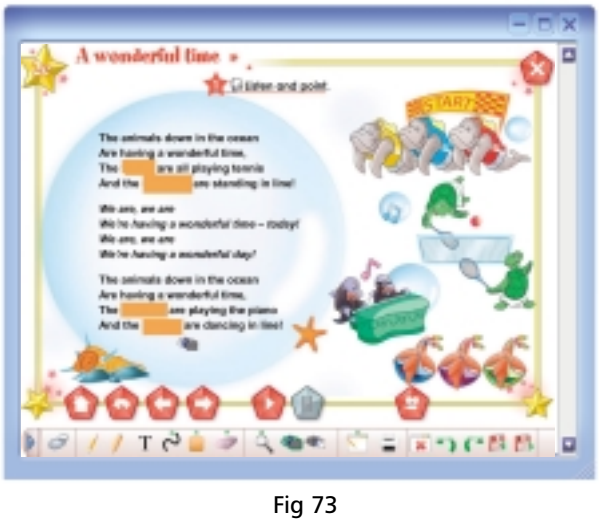


Fig 73

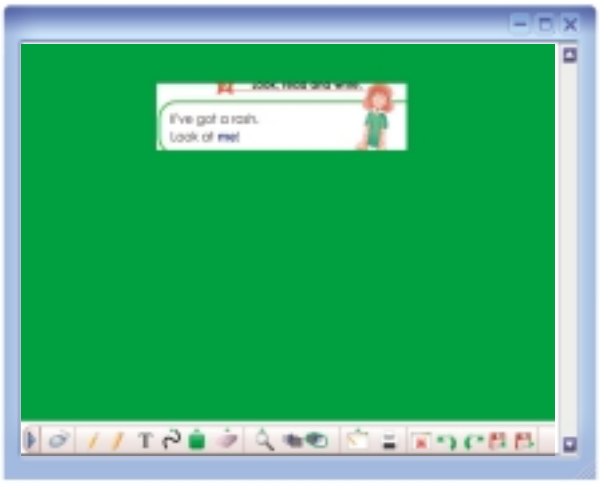


Fig 74

ISOLATE PART OF THE SCREEN: When you click and drag over an area of the screen with this tool, only the section you have selected will be visible and it will be easy to focus students' attention directly on it. The rest of the screen fills up with the colour of your choice (see *Fig 74*).

PAGE CONTROLS: Clicking this tool will reveal another options panel so you can organise your notes in different layers (see *Fig 75*). Each layer works as a blank page you can write your notes on. This page can be either transparent and visible over the task screen, or opaque and function like a conventional whiteboard. The difference is that now you can prepare your notes before your lesson, or save them after the lesson so as to use them again in the future, with the same class or a different class of the same level.

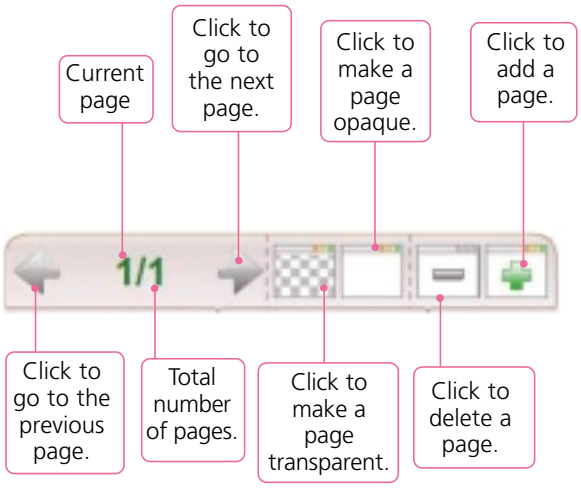

Current page
Click to go to the next page.
Click to make a page opaque.
Click to add a page.
1/1
Click to go to the previous page.
Total number of pages.
Click to make a page transparent.
Click to delete a page.

Fig 75

PRINT: Click this to print the screen you are working on, as it is – with notes. Please note that the preferred printing mode for this feature is landscape.

CLEAR NOTES: Click this to erase all your notes on a particular screen.

UNDO/REDO: Click to undo or redo actions.

SAVE and LOAD NOTES: These two tools are especially useful if you want to use the same notes with another class on a different day. Please note that the **Fairyland 4 IWB** notes and annotations can be accessed only through this software; therefore, they will be saved in a file created by the software and identified by the software alone.

Saving Notes

First you need to make notes, either using the pencil or the text box tool, as in the example in *Fig 76*.

Fig 76

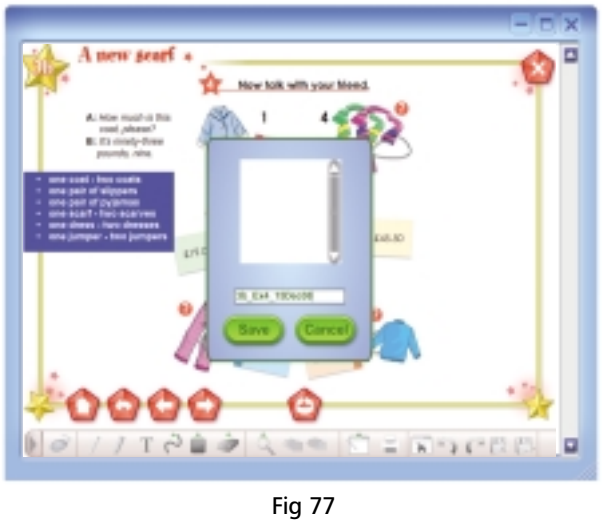


Fig 77

Then click **SAVE** . A blue window appears with the options **SAVE** and **CANCEL**. Type a name for your notes in the field that appears above these two options. It is best to name your notes according to the unit, exercise, page number and possibly the date you created them (see *Fig 77*). For example, you could name a file **3b_Ex7_15Dec08**. In this way, you can locate them easily once you have accumulated a long list of notes.

It is possible that your system will notify you that 'Local', i.e. this software, is trying to store a file in your computer (see *Fig 78*). Click **ALLOW**.

Now you have successfully saved your notes.

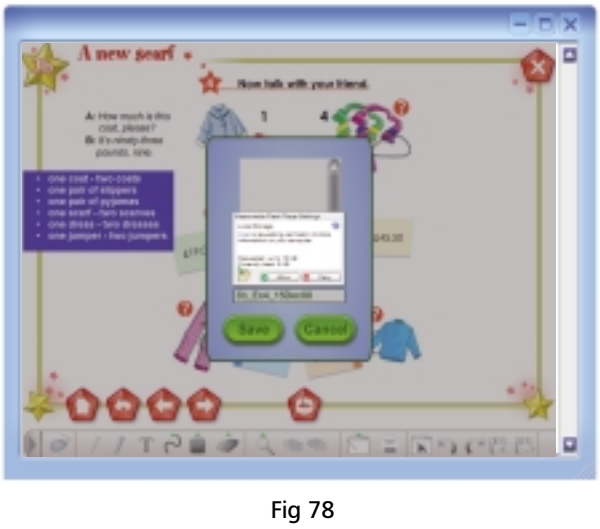


Fig 78

Loading notes

Fig 79

Click **LOAD NOTES** to load a page of notes you have saved. Another blue window appears with the options **LOAD** and **CANCEL** (see *Fig 79*). Click the file name of your notes and then click **LOAD**.

Your saved notes will appear in the same manner as they did when you saved them (see *Fig 80*).

Fig 80

Using Note Exporter on an IBM compatible PC

As you save notes while using the **Fairyland 4 IWB Software**, you may wish to share them with other teachers using this software. You may also wish to use them on a different computer for a different class of the same level. In order to do either, you have to export your saved notes.

For this purpose, we have included the ***Note Exporter*** utility in this software. Please note that this function is only available for systems that are using the same software and that for ***Note Exporter*** to function correctly, you need to have saved at least one set of whiteboard notes.

To run ***Note Exporter*** go to *My Computer*. Then, right-click the icon **`Fairyland_4`** on your disk drive. A drop-down menu will appear (see *Fig 81*). Click **EXPLORE**.

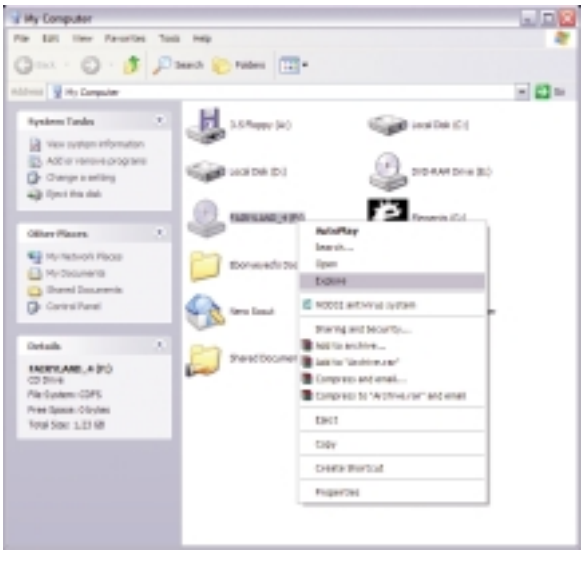


Fig 81

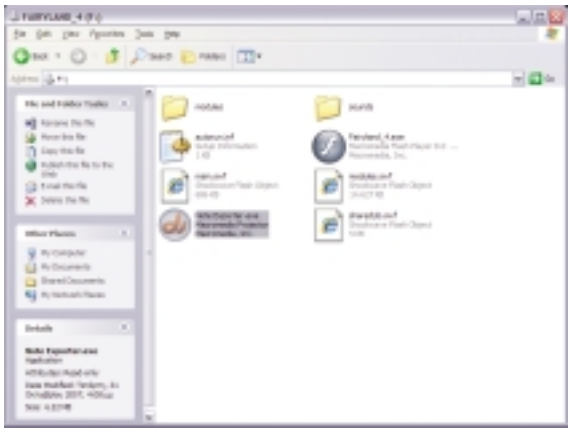


Fig 82

In the new window that appears, double-click the **`NoteExporter.exe`** icon (see *Fig 82*).

Note Exporter will now start. The new window that appears will offer you two options (see *Fig 83*).

Click **EXPORT NOTES** if you want to transfer notes from this computer to another computer.

Click **IMPORT NOTES** if you want to transfer notes to this computer from another computer.

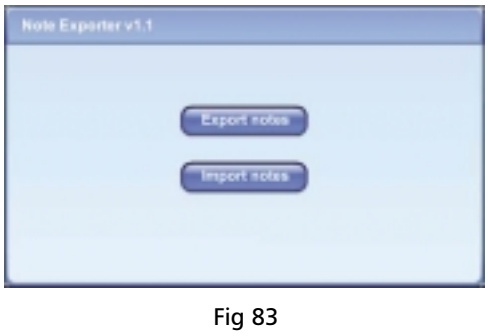


Fig 83

Exporting notes

N.B.: Before exporting any notes, you will need to have created a folder in your computer into which your notes will be exported. In this example, we have named this folder **`Fairyland4IWB`**.

Fig 84

When you click **EXPORT NOTES** the computer will start searching your hard disk for any interactive whiteboard notes that may exist on it. You will see the message in *Fig 84*.

After a few minutes, you will be prompted to enter the application file identifier. This is the file in which the software saves all your notes. Please type

FLand4

in the space provided (see *Fig 85*). Please note that this file name is case-sensitive, so it is important that you type it in correctly. Now click **OK**.

Fig 85

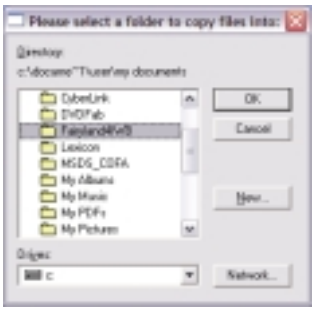


Fig 86

A window will appear that asks you to specify the folder in your system where you wish to export your notes. Select the drive and the folder from the drop-down menu and click **OK** (see *Fig 86*).

Please note that, after saving your exported notes on your computer, you may transfer them onto a CD or DVD, a floppy disk or a USB memory stick.

Once you have specified where you want your notes to be saved, click **OK**. You will see the message shown in *Fig 87* after a few seconds.

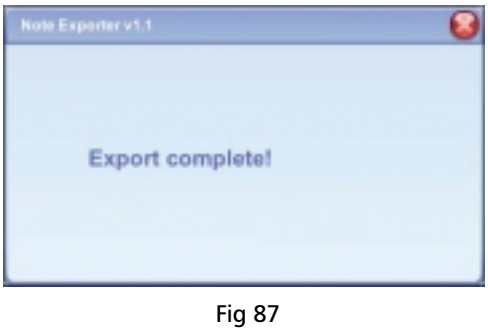


Fig 87

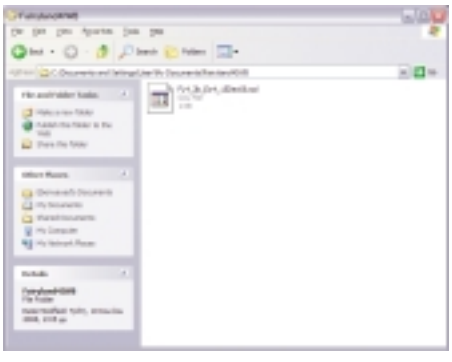


Fig 88

The saved notes files have now been moved to the folder that the user specified (see *Fig 88*).

You can rename the file if you wish. However, please **DO NOT CHANGE THE FIRST FOUR CHARACTERS (FL4_) OR THE EXTENSION**, as this will make your notes untraceable by the application.

You can now store the file(s) you exported on any storage media, or send them by email. When you want to use these files on another computer, use the **IMPORT NOTES** function.

Importing notes

To import your exported notes onto another computer that has the same software, run ***Note Exporter*** as described in the previous section (see *Exporting notes*).

Fig 89

When you see the window shown in *Fig 89*, click **IMPORT NOTES**.

The message in *Fig 90* will appear:

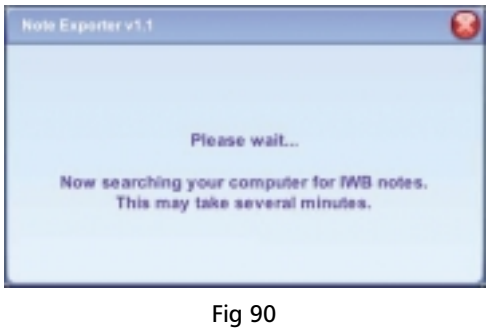


Fig 90

Fig 91

After a few minutes, you will be prompted to enter the application file identifier (see *Fig 91*). Please type

FLand4

in the space provided. Again, please remember that this is a set file name and that it is case-sensitive. Now click **OK**.

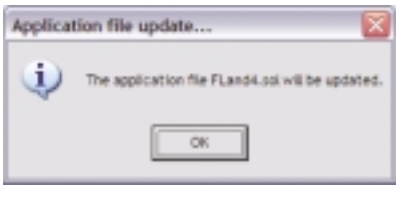


Fig 92

The message in *Fig 92* will appear. Click **OK**.

The next window will ask you to specify the folder in which you have saved the exported notes (see *Fig 93*). Scroll down the menu and select the folder. Then, click **OK**. In this particular example, the user has saved their exported notes on their computer in a folder called ***Fairyland4IWB***. However, you can import notes from a CD, DVD, USB stick or any other portable medium.

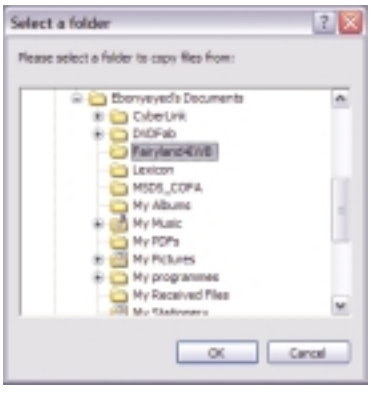


Fig 93

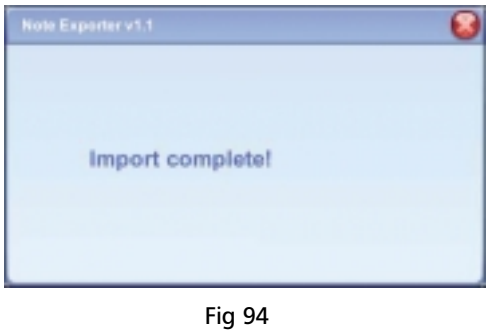


Fig 94

When you have successfully imported the notes, the message in *Fig 94* will appear.

In order to view the imported notes, you may now load them using the ***Load Notes*** function.

Using Note Exporter on a Mac OS

Note Exporter operates in a slightly different manner on a Mac OS.

To run ***Note Exporter***, insert the disk into your drive. The icon shown in *Fig 95* will appear on your desktop.

Fig 95

When you click it, the contents of the disk appear in a browser window with the icons and file names shown in *Fig 96*.

Fig 96

Click the

icon to run the application.

Note Exporter will now start. The new window that appears will offer you two options (see *Fig 97*).

Click **EXPORT NOTES** if you want to transfer notes from this computer to another computer.

Click **IMPORT NOTES** if you want to transfer notes to this computer from another computer.

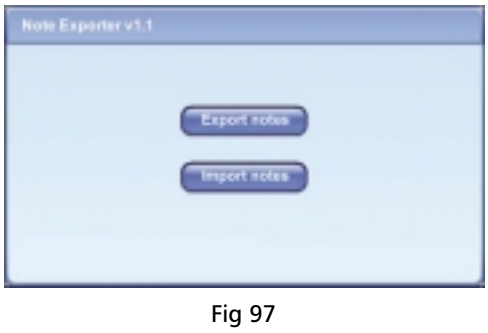


Fig 97

Exporting notes

Fig 98

When you click **EXPORT NOTES** the computer will start searching your hard disk for any interactive whiteboard notes that may exist on it. You will see the message in *Fig 98*.

After a few minutes, you will be prompted to enter the application file identifier (see *Fig 99*). This is the file in which the software saves all your notes. Please type

FLand4

in the space provided. Please note that this file name is case-sensitive, so it is important that you type it in correctly. Now click **OK**.

Fig 99

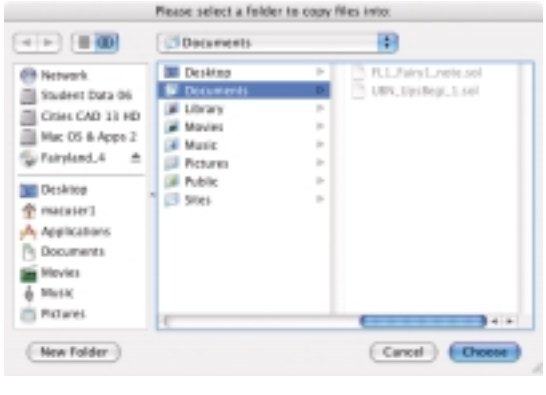


Fig 100

A window will appear that asks you to specify the folder in your system from which you wish to export your notes (see *Fig 100*). Select the drive and the folder from the drop-down menu and click **CHOOSE**.

Please note that, after saving your exported notes on your computer, you may transfer them onto a CD or DVD, a floppy disk or a USB memory stick.

Once you have specified where you want your notes to be saved, click **OK**. You will see the message shown in *Fig 101* after a few seconds.

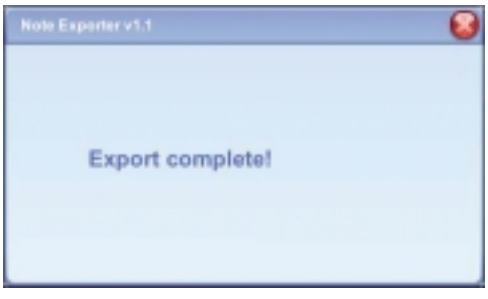


Fig 101

The saved notes files have now been moved to the folder the user specified. You can rename the file if you wish. However, please **DO NOT CHANGE THE FIRST FOUR CHARACTERS (FL4_) OR THE EXTENSION**, as this will make your notes untraceable by the application.

You can now store the file(s) you exported on any storage media, or send them by email. When you want to use these files on another computer, use the ***Import Notes*** function.

Importing notes

To import your exported notes onto another computer that has the same software, run ***Note Exporter*** as described in the previous section (see *Exporting notes*).

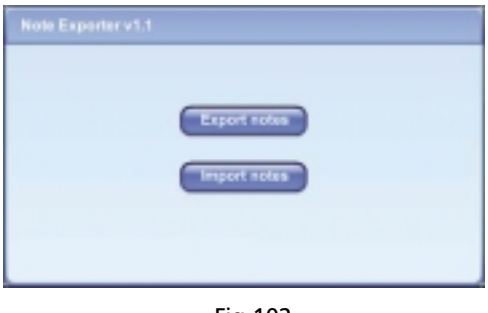


Fig 102

When you see the window shown in *Fig 102*, click **IMPORT NOTES**.

The message in *Fig 103* will appear:

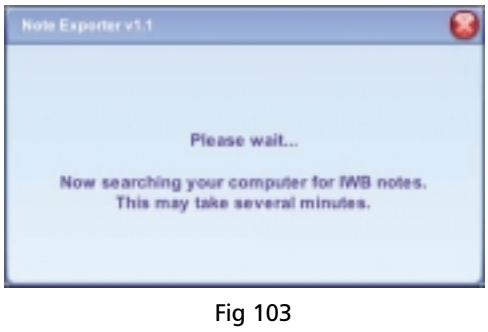


Fig 103

Fig 104

After a few minutes, you will be prompted to enter the application file identifier (see *Fig 104*). Please type

FLand4

in the space provided. Again, please remember that this is a set file name and that it is case-sensitive. Then click **OK**.

Fig 105

The message in *Fig 105* will appear. Click **OK**.

The next window will ask you to specify the folder in which you have saved the exported notes (see *Fig 106*). Scroll down the menu and select the folder. Please note that you can import notes from a CD, DVD, USB stick or any other portable medium. Click **CHOOSE**.

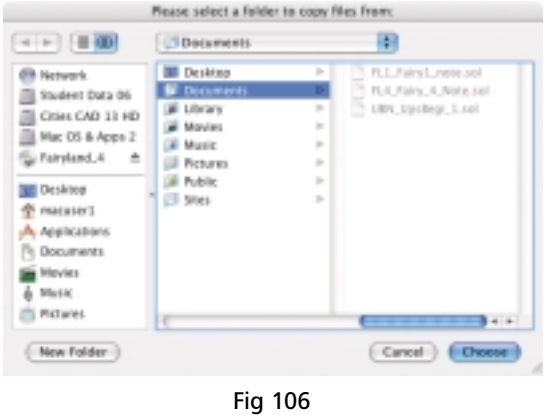


Fig 106

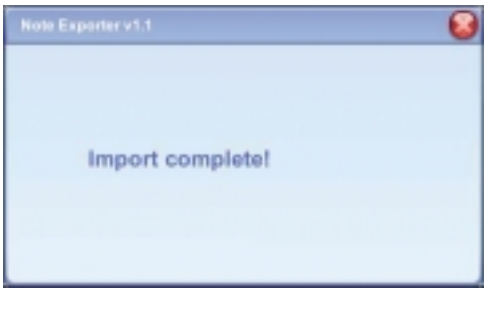


Fig 107

When you have successfully imported the notes, the message in *Fig 107* will appear.

Again, in order to view the imported notes, you may now load them using the **LOAD NOTES** function.

Troubleshooting

Problem	Solution
I insert the CD in my CD drive but nothing happens.	Your computer's autorun feature is possibly disabled. Go to ***My Computer*** and double click on the **`Fairyland_4`** icon. In the new window that opens, double-click on the **`Fairyland_4`** icon.
I've just written some notes and I want to go back to using the main application, but it seems that I cannot click on anything.	Make sure you return to PC Mode using the PC Mode icon.
Note Exporter cannot find my files.	• Make sure you have typed the application file identifier correctly. For **Fairyland 4 IWB**, the file identifier is **FLand4**. • If the problem persists, avoid using other applications while running ***Note Exporter***.
My pages do not print properly.	Make sure your printer is set to print in landscape mode for optimum results.

Contact support

In case you have any queries on the use of **Fairyland 4 IWB**, please contact us at IWBsupport@expresspublishing.co.uk .

A user-friendly Teacher's Guide on how to use Fairyland 4 Interactive Whiteboard Software with the Fairyland course.

MODULES

The IWB software contains the same six modules as the Fairyland Pupil's Book. Each module is divided into two units.

UNITS

Here are some suggestions on how to approach each *section/activity* type encountered within each unit of the Fairyland course.

❑ Presentation of the new language (Vocabulary)

We suggest that the *vocabulary* be presented through the IWB software. The teacher refers the pupils to the items displayed on the IWB. He/She clicks on the items, one at a time, and the headphone symbol for the pupils to listen and repeat chorally and/or individually. To display the written word the teacher clicks on the **ABC** symbol.
This feature of the IWB software is ideal not only for presentation of vocabulary but also for checking/reviewing vocabulary, reinforcing spelling, dictation feedback and general revision.

❑ Dialogues

All of the *dialogues* on the IWB software offer the following features:

- The teacher plays the ***fully-animated*** video of the dialogue on the IWB for the pupils to watch together as a class.
  Note: The teacher has the option to display the video with or without the subtitles by clicking on the appropriate button *(subtitles on/off)*.
- For further practice of the dialogue, the teacher clicks on the appropriate button ( ) to reveal the pictures of the dialogue in random order. Then he/she clicks on the headphone symbols next to the numbers for the pupils to listen to the exchange and identify which picture it corresponds to. Finally the teacher confirms the pupils' answers by clicking and dragging the pictures to the corresponding numbers.
- The dialogue is displayed on the IWB by clicking on the appropriate button ( ) and the teacher plays the audio by clicking on the audio player for the pupils to listen and follow in their books. Then the teacher clicks on the speech bubbles, one at a time, for the pupils to listen and repeat chorally and/or individually.
  Note: The teacher has the option to display the dialogue with or without the speech bubbles by clicking on the appropriate button ( ).
  Extension: As a means of bringing the dialogue to life, we suggest the teacher assign roles and allow the pupils some time to rehearse. During this stage, the dialogue is displayed on the IWB to serve as a prompt. Then the pupils, in groups, perform (act out) the dialogue for the rest of the class. The teacher can refer the pupils to the speech bubbles should they encounter any difficulties.

❑ Reading Comprehension Activities

All of the dialogues are followed by a *reading comprehension activity*. We suggest that the pupils complete the activity in their books and then the teacher confirms their answers through the IWB software.

❑ Grammar

There are different ways of approaching the grammar presentation:

- If the teacher wishes to do his/her own presentation, he/she can use the toolbar to open a blank page and present the grammatical structure through his/her own examples.
- The teacher can refer the pupils to the grammar box through the IWB software by clicking on the appropriate symbol and present/review the grammar structure.
- For a more stimulating, pupil-friendly explanation of the grammar structure, the teacher can click on the existing *owl* symbol and present the grammar with the aid of audio visual prompts.

❑ Activities

There is a wide variety of activities catering for all types of learners and learning styles such as:

- Matching
- Circling
- Colouring/Drawing
- Sentence completion, etc

All activities are to be completed first in the Pupil's Book. The IWB software can be used for the pupils to check their answers. *(For further information see **User's Manual**.)*

❑ Listening

All *listening activities* should be done the following way: The pupils work in their Pupil's Books while the teacher plays the audio through the IWB software, by clicking on the audio player/audio symbol. Once the activity is completed, the teacher checks the pupils' answers through the IWB software by activating the key button(s).

Note: All *listening activities* in the IWB software are accompanied by a script. This gives the teachers the opportunity to work with the script during the feedback stage.

Extension: Upon completion of the activity, the teacher encourages pupils to respond to his/her questions, describe the people/items in the picture(s), play guessing games, etc as a means of activating the language used in the listening activities.

e.g. Unit 2a ex. 4 *Teacher: What's Buddy doing? Pupil: He's writing an email. OR*
Team A Pupil 1: I'm writing an email. Who am I?
Team B Pupil 1: You're Buddy!

❑ Speaking

We suggest that all types of *speaking activities* should be exploited with the use of the IWB software as follows:

- First the teacher explains the activity and assigns roles when required.
- Then the teacher uses the model, pictures, etc on the IWB software in order to elicit ideas/ vocabulary, etc.
- Then the pupils have some time to prepare while the teacher circulates and monitors the activity.
- Finally, the pupils perform the activity in front of the class. During this stage, the teacher can offer assistance by clicking on the key button so that the pupils can listen to and read the (suggested) answers.

Note: We advise that all *speaking activities* be recorded in order to be included in the pupils' Portfolio.

❑ Songs

All the *songs* are ***fully animated*** and also have an optional subtitle feature which makes the IWB software an ideal vehicle to practise the songs in an entertaining way. The teacher refers the pupils to the animation on the IWB, plays through it once, and then repeats encouraging the pupils to join in the actions and sing along.
In all instances, the songs are accompanied by an activity (*e.g. Listen and point.; Listen and draw lines. etc*). We suggest the teacher plays the audio by clicking on the audio player, and the pupils listen and follow by viewing the *karaoke* feature on the IWB, then they complete the activity in the Pupil's Books while listening to the song again through the IWB software. Then the teacher can check the pupils' answers through the IWB software, by clicking on the appropriate button(s), before playing the video.

❑ Texts

All the *texts* are fully animated and also have an optional subtitle feature which makes the IWB software an ideal vehicle to present the texts in an entertaining way. The texts can be exploited in the following ways:

- The teacher plays the audio through the IWB software while the pupils follow in their books and complete the task. Then the teacher confirms the pupils' answers by clicking on the appropriate key button(s). Finally he/she plays the video for the pupils to watch.
- The teacher plays the video through the IWB software for the pupils to watch. Then he/she plays the audio through the IWB software while the pupils follow in their books and complete the task. Then the teacher confirms the pupils' answers by clicking on the appropriate key button(s).

Extension: The teacher can hide key words/phrases, using the appropriate tools, to practise the new language. The pupils read and complete the sentences orally.
e.g. (Unit 2c ex.3, Text A) *I'm in _____ (Italy) in this picture. Look! I'm _____ (eating) a big ice cream. Yummy!*

❑ Portfolio

We suggest that all *Portfolio activities* are approached exclusively through the IWB software. First, the teacher displays the model by clicking on the key button. Then he/she points to the picture(s) and the text and invites pupils to read it. Finally the teacher assigns the Portfolio activity as classwork or homework.
Extension: The teacher can use the appropriate tools to hide/underline/highlight words in order for the pupils to create their own texts (*For further information see* ***User's Manual***.).

❑ Pronunciation

The teacher plays the audio through the IWB software for the pupils to listen and repeat chorally and/or individually.

CHECKPOINT

The pupils complete the *Checkpoint* tasks in the Pupil's Books. Then the teacher checks their answers through the IWB software.

ACTIVITY BOOK

This section includes only the *listening tasks* from the Activity Book. The teacher plays the audio through the IWB software while the pupils complete the task in their Activity Books. The teacher then checks their answers through the IWB software.

TROLL TALES

All of the *Troll Tales* episodes on the IWB software offer the following features:

- The teacher plays the ***fully-animated*** video of the episode on the IWB for the pupils to watch together as a class.
  Note: The teacher has the option to display the video with or without the subtitles by clicking on the appropriate button (*subtitles on/off*).
- For further practice of the episode, the teacher clicks on the appropriate button ( ) to reveal the pictures of the episode in random order. Then he/she clicks on the headphone symbols next to the numbers for the pupils to listen to the exchange and identify which picture it corresponds to. Finally the teacher confirms the pupils' answers by clicking and dragging the pictures to the corresponding numbers.
- The episode is displayed on the IWB by clicking on the appropriate button ( ) and the teacher plays the audio by clicking on the audio player for the pupils to listen and follow in their books. Then the teacher clicks on the speech bubbles, one at a time, for the pupils to listen and repeat chorally and/or individually.
  Note: The teacher has the option to display the episode with or without the speech bubbles by clicking on the appropriate button ( ).
- The *Game* in this section is a jigsaw puzzle to be played through the IWB software. The teacher invites the pupils, one by one, to come to the IWB and indicate where the pieces of the puzzle should go. Then the teacher confirms their answer by clicking and dragging. For assistance the teacher can press the *Help* symbol to reveal the completed puzzle in grey scale.
  Extension: As a means of bringing the *Troll Tales* to life, we suggest the teacher assign roles and allow the pupils some time to rehearse. During this stage, the episode is displayed on the IWB to serve as a prompt. Then the pupils, in groups, perform (act out) the episode for the rest of the class. The teacher can refer the pupils to the speech bubbles should they encounter any difficulties.

POSTERS

The posters display the key vocabulary of the coursebook. The teacher can present/practise/consolidate the vocabulary through the IWB software by eliciting the words and clicking on the items to listen to the audio and display the words in written form.

EXTRAS

❑ Let's play! (board games)

The *board games* can be played through the IWB software. The teacher assigns two teams, Team 1 to represent Trog and Team 2 to represent Pog, and the class plays the game together: the teacher clicks on the *SPIN!* button to select a number. Then he/she invites a member of Team 1 or Team 2 to name the item displayed, complete a sentence, etc. He/She clicks on the *tick* or *cross* accordingly and the game proceeds. Alternatively, the pupils can play the board games in pairs using their Activity Books.

❑ Optional Units

Fairyland 4 IWB software contains the *Optional Units* of the course. The teacher approaches each activity according to the instructions previously mentioned for each activity type (e.g. *Sing*, etc).

How to approach a unit using Fairyland 4 IWB software.

Below the teachers can find a detailed guide for a selected unit from Fairyland Pupil's Book.

Module 1 – Unit 1

Unit 1a

Vocabulary *(Pupil's Books closed.)* The teacher refers the pupils to the items displayed on the IWB. He/She clicks on the items, one at a time, and the headphone symbol for the pupils to listen and repeat chorally and/or individually. To display the written word the teacher clicks on the **ABC** symbol.

This feature of the IWB software is ideal not only for presentation of vocabulary but also for checking/reviewing vocabulary, reinforcing spelling, dictation feedback and general revision.

Ex. 1 *(Pupil's Books open.)* The teacher plays the ***fully-animated*** video of the dialogue on the IWB for the pupils to watch together as a class.

Note: The teacher has the option to display the video with or without the subtitles by clicking on the appropriate button *(subtitles on/off)*. Displaying the dialogue without the speech bubbles, gives the pupils the opportunity to focus entirely on listening skills.

For further practice of the dialogue, the teacher clicks on the appropriate button ( ) to reveal the pictures of the dialogue in random order. Then he/she clicks on the headphone symbols next to the numbers for the pupils to listen to the exchange and identify which picture it corresponds to. Finally the teacher confirms the pupils' answers by clicking and dragging the pictures to the corresponding numbers.

The dialogue is displayed on the IWB by clicking on the appropriate button ( ) and the teacher plays the audio by clicking on the audio player for the pupils to listen and follow in their books. Then the teacher clicks on the speech bubbles, one at a time, for the pupils to listen and repeat chorally and/or individually.

Note: The teacher has the option to display the dialogue with or without the speech bubbles by clicking on the appropriate button ( ).

Extension: The teacher assigns roles and allows the pupils some time to rehearse. During this stage, the dialogue is displayed on the IWB to serve as a prompt. Then the pupils, in groups, perform (act out) the dialogue for the rest of the class. The teacher can refer the pupils to the speech bubbles should they encounter any difficulties.

Ex. 2 *(Pupil's Books open.)* The pupils complete the activity in their books and then the teacher confirms their answers through the IWB software.

Ex. 3 *(Pupil's Books open.)* The pupils work in the Pupil's Books. They go through the grammar theory box and complete the task. The teacher checks their answers through the IWB software.

Note: Should teachers wish to provide a more detailed analysis/presentation of the grammar structure, please refer to the *Grammar* section on p. 42.

Ex. 4 *(Pupil's Books open.)* The pupils work in the Pupil's Books. They go through the grammar theory box and complete the task. The teacher checks their answers through the IWB software.

Note: Should teachers wish to provide a more detailed analysis/presentation of the grammar structure, please refer to the *Grammar* section on p. 42.

Ex. 5 *(Pupil's Books open.)* First the teacher reviews the grammar structure through the IWB software by clicking on the appropriate button. Then he/she explains the activity and elicits the names of the children in the pictures and their nationality. Then he/she reads the model exchange on the IWB software. Then the pupils have some time to prepare while the teacher circulates and monitors the activity. Finally, the pupils perform the activity in front of the class. During this stage, the teacher can offer assistance by clicking on the key button so that the pupils can listen to and read the (suggested) answers.

Note: Should teachers wish to provide a more detailed analysis/presentation of the grammar structure, please refer to the *Grammar* section on p. 42.

Unit 16

Vocabulary *(Pupil's Books closed.)* The teacher refers the pupils to the items displayed on the IWB. He/She clicks on the items, one at a time, and the headphone symbol for the pupils to listen and repeat chorally and/or individually. To display the written word the teacher clicks on the **ABC** symbol.

This feature of the IWB software is ideal not only for presentation of vocabulary but also for checking/reviewing vocabulary, reinforcing spelling, dictation feedback and general revision.

Ex. 1 *(Pupil's Books open.)* The teacher plays the ***fully-animated*** video of the dialogue on the IWB for the pupils to watch together as a class.

Note: The teacher has the option to display the video with or without the subtitles by clicking on the appropriate button *(subtitles on/off)*.

For further practice of the dialogue, the teacher clicks on the appropriate button ( ) to reveal the pictures of the dialogue in random order. Then he/she clicks on the headphone symbols next to the numbers for the pupils to listen to the exchange and identify which picture it corresponds to. Finally the teacher confirms the pupils' answers by clicking and dragging the pictures to the corresponding numbers.

The dialogue is displayed on the IWB by clicking on the appropriate button ( ) and the teacher plays the audio by clicking on the audio player for the pupils to listen and follow in their books. Then the teacher clicks on the speech bubbles, one at a time, for the pupils to listen and repeat chorally and/or individually.

Note: The teacher has the option to display the dialogue with or without the speech bubbles by clicking on the appropriate button ( ).

Extension: The teacher assigns roles and allows the pupils some time to rehearse. During this stage, the dialogue is displayed on the IWB to serve as a prompt. Then the pupils, in groups, perform (act out) the dialogue for the rest of the class. The teacher can refer the pupils to the speech bubbles should they encounter any difficulties.

Ex. 2 *(Pupil's Books open.)* The pupils complete the activity in their books and then the teacher confirms their answers through the IWB software.

Ex. 3 *(Pupil's Books open.)* The pupils work in the Pupil's Books. They go through the grammar theory box and complete the task. The teacher checks their answers through the IWB software.

Note: Should teachers wish to provide a more detailed analysis/presentation of the grammar structure, please refer to the *Grammar* section on p. 42.

Ex. 4 *(Pupil's Books closed.)* First the teacher explains the activity and elicits the names of the characters and their appearance/character. Then he/she reads the model exchange on the IWB software.

Then the pupils have some time to prepare while the teacher circulates and monitors the activity. Finally, the pupils perform the activity in front of the class. During this stage, the teacher can offer assistance by clicking on the key button so that the pupils can listen to and read the (suggested) answers.

Note: Should teachers wish to provide a more detailed analysis/presentation of the grammar structure, please refer to the *Grammar* section on p. 42.

Ex. 5 *(Pupil's Books open.)* The pupils work in their Pupil's Books while the teacher plays the audio through the IWB software, by clicking on the appropriate audio symbol. Once the activity is completed, the teacher checks the pupils' answers through the IWB software by clicking and dragging the letters to the appropriate numbers.

Extension: The teacher encourages pupils to describe the pop stars.
e.g. Pupil: *Tom Tones has got long, fair hair and glasses. etc*

Unit 1c

Vocabulary *(Pupil's Books closed.)* The teacher refers the pupils to the items displayed on the IWB. He/She clicks on the items, one at a time, and the headphone symbol for the pupils to listen and repeat chorally and/or individually. To display the written word the teacher clicks on the **ABC** symbol.

This feature of the IWB software is ideal not only for presentation of vocabulary but also for checking/reviewing vocabulary, reinforcing spelling, dictation feedback and general revision.

Ex. 1 *(Pupil's Books open.)* The pupils work in their Pupil's Books while the teacher plays the audio through the IWB software, by clicking on the appropriate audio symbol. Once the activity is completed, the teacher checks the pupils' answers through the IWB software by activating the key buttons. Then the teacher refers the pupils to the animation on the IWB and encourages them to join in the actions and sing along.

Ex. 3 *(Pupil's Books open.)* The teacher plays the audio through the IWB software while the pupils follow in their books and complete the task. Then the teacher confirms the pupils' answers by clicking on the appropriate key button(s). Finally he/she plays the video for the pupils to watch. Alternatively, the teacher can play the video through the IWB software for the pupils to watch. Then he/she plays the audio through the IWB software while the pupils follow in their books and complete the task. Then the teacher confirms the pupils' answers by clicking on the appropriate key button(s).

Extension: The teacher can hide key words/phrases, using the appropriate tools, to practise the new language. The pupils read and complete the sentences orally.
e.g. (First text) *This is my super* _____ *(mum). She's got* _____ *(short, curly hair). She can* _____ *(jump over a giraffe).*

Ex. 4 *(Pupil's Books closed.)* First, the teacher displays the model through the IWB software by clicking on the key button. Then he/she points to the pictures and the text and invites pupils to read it. Finally the teacher assigns the Portfolio activity as classwork or homework.

Extension: The teacher uses the appropriate tool to hide some words (e.g. *cousin, short, curly, swim, cross the ocean*) in order for the pupils to fill in the blanks using their own ideas.

Ex. 5 *(Pupil's Books closed.)* The teacher plays the audio through the IWB software for the pupils to listen and repeat chorally and/or individually.

Fairyland

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